University College FALMOUTH

Award Information Form (AIF)

The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University College's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

Please refer to the Guidance notes on completing Award Information Forms *before* completing the details below

SECTION 1 - General Award Information

Qualification (award type)	BA(Hons)
Award Title	Journalism
Intermediate Qualification(s)	Cert HE, Dip HE
Awarding Institution	University College Falmouth
Location of Delivery	Tremough
Duration of Award	3 years full time
Professional, Statutory and Regulatory Body accreditation	PTC (Periodicals Training Council)
Accreditation Renewal Date (Month and Year)	June, 2011
Route Code (SITS)	BAJSTDFF
UCAS Course Code	P500
External Benchmarking	Subject Benchmark Statement: *'Communication, media, film and cultural studies'* **QAA 251 06/08**

SECTION 2 – Entry Requirements, Student Support and Further Opportunities

Entry requirements

<u>Standard:</u>
Standard entry requirements for UK students and students from the European Union –
University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different 'level' qualifications e.g. A Levels are considered a 'Level 3' qualification. A BA(Hons) degree is a Level 6 qualification.

For entry to Year 1 of an undergraduate degree	
Level 3 qualifications Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:	A levels (but not AS or A1 levels on their own)
	National Diploma
	Foundation Diploma
	14-19 Advanced Diploma* (see below)
	International, French, European or Welsh Baccalaureate
	Scottish Highers
	Irish Leaving Certificate
	Access to HE Diploma
	Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)
*14-19 Advanced Diploma Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:	**Creative & Media** BA(Hons) Photography, Dance, Theatre and all Media degrees
	Manufacturing & Product Design BA(Hons) 3D Design
For entry to Year 2 or 3 of an undergraduate degree	
Level 5 qualifications If you hold one of the following Level 5	Foundation Degree

qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:	Higher National Diploma
	Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

For more information on the National Qualifications Framework, please go to **http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp**

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit www.falmouth.ac.uk/international for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement

Student Support

The grouping of Academic Learning Support staff within Academic Services, work closely together to provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate together and with others in Academic Services including the Academic Liaison Librarians to develop and deliver best practice.

Academic Liaison Librarians provide support and guidance to students on accessing and evaluating information, information retrieval and research methods and referencing software, Refworks for UCF. They are the main point of contact for Academic staff on developing collections: books, e-books, journals both print and electronic, images, databases, music collections and for research and dissertation support. The Academic Liaison Librarians also work with the ASK team to provide dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

The Careers Advisory Team provide strong support for students during their period of study and offer a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

The Educational Development Lecturers work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been

undertaken over the course of the academic year, often alongside academic and other academic support teams.

ASK: Academic Skills provide a range of services to enhance student learning.   ASK Advisors deliver lectures, workshops or group tutorials at the request of Academic Staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-sessional English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-Sessional English course each September for students who have already met the requirements of their offer.
ASK advisors work closely with Academic Staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the **Dyslexia Unit** to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

The IT Trainer provides a framework of IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, though structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, PowerPoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

Finally, **Learning Technology Support** play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There is also a number of pastoral student support services provided by the **Accommodation & Welfare** service, including a student counselling service.

Students with disabilities

UCF is committed to supporting students with disabilities in accordance with requirements of the Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

Distinctive Features

BA(Hons) Journalism blends theory and practice across the duration of the three year award. The course has been designed to ensure that all students graduate with a critical understanding of journalism (and the theories that inform and constitute it) grounded in professional practice. You will also explore the relationship between journalism, the media industries generally, and its broader

social, cultural, economic and political contexts.

From a more practical perspective, you are encouraged to develop your own specialist skill base across a range of multi-media journalistic genres supported by your choice of options and industry placement. Those optional modules and supported work informed learning opportunities enable you to develop skills and understandings that broaden your learning experience and enhance potential employability. Links with regional media providers and those opportunities for work placement enhance your understanding of media institutions and professional practice. The course supports a weekly programme of Guest Lecturers from local, national and international media industry backgrounds. In the final stage of the second year of study you undertake a case study module, which incorporates a sustained exploration of a chosen sector of the industry. You are supported in the negotiation and carrying out of an industry-based work placement wherever possible in this module, and previous students have secured placements in top media outlets of their choice across the globe.

All students are required to contribute to, and run, the course's on-line news site, various print projects, and simulations which are organised every year. You are also encouraged to write for the Cornish press and its growing magazine sector and course developed and produced magazines are routinely entered into national competitions. You will graduate from Journalism armed with a portfolio of practical work that provides tangible evidence of your abilities.

BA(Hons) Journalism is accredited by the Periodicals Training Council (the training arm of the Periodicals Publishers' Association) ensuring that graduates are recognised by the industry and that the course keeps up to date with the latest developments and innovations. Accreditation also ensures that you are eligible to enter the various competitions run by the industry each year and that you are kept informed of the latest employment opportunities.

Many students volunteer to work for *Flex*, the Student Union newspaper, or for one of the two local community radio stations working closely with the college as a means of increasing their experience and employability.

BA (Hons) Journalism also supports the Erasmus exchange system, having contacts with a number of overseas partner Universities. The possibility of an overseas study visit is offered during the course for those students wishing to partake.

Career/further study opportunities

Career

Our graduates have gone on to secure posts in a wide range of national and international media outlets, including:
- Broadcast media
- Local newspapers
- International newspapers
- The magazine industry
- PR agencies
- Press relations roles in a variety of institutions

Further study

Students might expect to progress to postgraduate study in a number of related areas. Previous graduates have gone on to study at MA level in specific disciplines such as radio journalism, multi-media journalism, international journalism, international relations, and professional writing. A significant number of our students progress to study for teaching qualifications (PGCE) across a number of institutions nationally. Examples of institutions to which our past students have progressed include:
- University of Bristol (MA International Relations)

- University College Falmouth (MA International Journalism, MA Professional Writing)
- Nottingham Trent University (MA Radio Journalism)
- University of Exeter (PhD)
- College of St Mark and St John, Plymouth (PGCE)
- Truro College (PGCE)

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

The main aim of BA(Hons) Journalism is to provide you with a set of intellectual, practical, professional and vocational skills and abilities, underpinned by a critical and practical understanding of the factors that shape the production, texts and reception of journalism.

These broad aims enable you to:
1. carry out journalistic practice at a professional level, and demonstrate entrepreneurial aptitude to pitching and promoting your own work
2. explore and critically evaluate the journalism profession, its history, institutions, practices, genres, forms and related media
3. explore the relationship between journalism and the broader social, cultural, political and economic contexts
4. demonstrate self-direction and creativity in problem-solving
5. research, evaluate and organise information
6. synthesise ideas and arguments
7. exercise independent thought and judgement
8. work effectively in collaboration with your peers and with industry professionals
9. evaluate and assess learning and identify learning development needs
10. engage in reflective practice
11. manage time and project work effectively, collaborate with others and develop the skills to evaluate and manage your own learning development needs in order to promote life-long learning

Learning Outcomes

Upon successful completion of this award, you should be able to demonstrate:-

Knowledge & Understanding
1. a thorough knowledge of all aspects of journalism including; its history, profession, institutions, practices, genres, forms and related media
2. a systematic, thorough and critical understanding of the discourses that underpin journalism and associated practices, and key debates within the fields
3. thorough knowledge of the legislative and regulatory frameworks that affect the production and reception of journalistic texts
4. awareness of the relationship between journalism and the broader social, cultural, political and economic context

Skills
5. an advanced level of ability to critically evaluate arguments, assumptions and concepts, formulate judgements, frame appropriate questions and demonstrate connections between the theory(ies) and practice(s) of journalism and/or associated practices
6. the acquisition of information gathering techniques appropriate to journalistic practice
7. effective writing skills in a variety of multi-media journalistic styles and/or genres
8. professional competence in selecting and applying production technologies and techniques
9. the ability to work effectively as independent learners
10. the ability to work effectively in collaboration with peers and industry professionals

Teaching Strategy

The learning and teaching strategies deployed within the course reflect its aims and learning outcomes and seek to engage the active participation of a group of committed academic staff and students. Underlying the range of strategies is the objective of encouraging the development of the critical practitioner and enabling the production of a coherent and useful portfolio of work. The key objective of these strategies is to encourage the development of professional, creative and critically

aware practice.

Modules provide the framework within which independent creative learning is initiated, developed and enhanced into professional public relations practice. The course is predicated on the premise that intellectual interrogation of personal practice within broad contextual considerations enhances the ability to undertake public relations at a professional level.

Lectures and seminars
These provide specialist input introducing and reinforcing the theoretical knowledge that informs contemporary practice. Lectures and praxis sessions allow key issues to be introduced, while the seminar format promotes dialogue and debate between students and speakers. Seminars provide a flexible forum in which the linking of theory and practice can be explored. This is done with examples drawn both from students' developing projects and from existing bodies of work. The programme of lectures, seminars and discussion is further enhanced by contributions from practitioners who will be engaged in a series of talks and workshops.

Group and individual tutorials
These are an important point of ongoing contact between staff and students, the function of which is to provide an intimate and supportive environment for providing critical feedback on your work.

Demonstrations and practice-based workshops
Practical skills are delivered through demonstrations and workshops. The demonstrations introduce students to equipment and techniques. The workshops allow you the opportunities to learn and develop new skills, such as writing and/or web design.

Group working
In line with the need for students to appreciate and develop industry practice, you will work together in groups to share knowledge, which you will draw upon to inform professional practice. Assessment of group work will be enhanced through the use of peer assessment, enabling all students within a group to rate their group colleagues' contributions.

Professional placement
You will participate in work-informed learning during a case study module at Stage 2 (Level 5). You will also be encouraged to (and supported in) undertaking professional placements outside of term time.

Self-evaluation
As you engage with the course from first to third year, there is an increasing emphasis on autonomy and a move from staff-directed to self-directed study. In this, the independence of the learner is stressed and facilitated. This is promoted through the ongoing requirement for you to reflect critically on all your work and learning. The importance of this self-evaluation is to encourage your ability to analyse and critique your work and thereby to help you to progress and develop.

Personal Development Plans
Personal development plans encourage you to focus on your skills as learners and to take responsibility for your own development. They involve you in assessing your own skills, setting goals for improvement, recording achievements and reflecting on your experiences. The information collected is helpful for you in identifying strengths and weaknesses as learners, and in completing a CV for use in job applications. PDP materials will be available on the Learning Space to help you with time planning, skills audit, writing tasks, goals reviews and information handling activities.

Module assessment
You are required to complete module assessment forms towards the end of each module to provide feedback to the course team on the content and delivery of individual modules.

Management of options choices
Students on BA (Hons) Journalism are offered various optional modules during Stages 2 and 3 (Levels 5 and 6). You will be required to make your selections by the deadline of the final weeks of Stages 1 and 2 (Levels 4 and 5) respectively. You will receive presentations and further information about the optional modules in advance of the deadline to assist you in making a choice of optional module. Options will only run if they attract a sufficient number of students (currently the guidelines suggest that 8 students is a minimum number for an optional module to run).

Assessment Strategy

General
You will be prepared for the specific practices of assessment (essay and report-writing, reflective production, portfolio, dissertation, journalistic writing, web design, etc) through introductory explanatory sessions incorporated into the relevant modules. These study skills may be further enhanced through the use of Academic Support and the tutorial process.

The course is predicated on appreciation of the importance of the understanding and integration of the historic and theoretical contexts, which shape practical work. It is anticipated that knowledge of history and theory will be demonstrated in a range of ways – including presentations, group work and working with images and ideas. The course believes in making theory accessible and interesting to students through demonstrating its usefulness in interpreting and conceptualizing ideas.

This approach will be used in conjunction with more reflective written pieces of work, enabling you to interrogate professional contexts, research ideas and develop arguments in a thorough going and sustained manner - work which will be supported with study skills workshops in research methods, giving presentations and essay writing.

Formative Assessment
Formative evaluation largely occurs at the end of semesters 1 and 2 at each level of study. The purpose of formative evaluation is to provide feedback to students as they progress through the course, monitor performance and provide support and advice. Formative evaluation is one of the mechanisms through which you are supported in constructing a course of study, which enables you to achieve individual learning aspirations.

Formative evaluation is a crucial part of the course's pedagogy. It facilitates your awareness regarding how performance can be maintained and improved with reference to learning outcomes. The evaluation of work in the context of learning outcomes enables students and staff to arrive at an understanding of purposeful progress, and also to identify areas of strength and weakness. Formative evaluation enables the course team to advise on option choices and negotiated project work, detect any difficulties a student may have and offer guidance and/or additional work where appropriate.

You complete a self-evaluation form to accompany each project that you submit and these can serve as a useful basis for discussion at formative evaluation. The level tutor at the end of semester 1 undertakes formative evaluation. Prior to formative evaluation, the course team meet to discuss individual students' performance and make recommendations for their improvement.

Summative Assessment
Summative assessment occurs at the end of semester 2 at each Stage of the course. It is the means by which decisions are made regarding progression to the next Stage of the course or, at the end of Stage 3 (Level 6), regarding the final degree award. Recommendations at summative assessment are subject to confirmation by the Assessment Board. Progression Boards during each academic year assist with this process.

Work informed learning
Industry engagement is an important aspect of this course and the workplace-informed learning at Stage 2 (Level 5) is crucial to this process.

The modes of assessment used in this award include:
- Essays
- Individual or group projects
- Individual or group presentations
- Portfolios of work presented either as hard copies or as blogs
- Small in-lecture tasks (individual and group)
- Essays
- Crits
- Case study based on work-informed learning
- Dissertation

Classification of Final Award
You will become eligible for conferment of your award when you have completed your award and in so doing have acquired the requisite number of credits at the final stage and met any award specific requirements, as agreed by the Academic Board through the validation process.

The Bachelor's degree with Honours will be awarded in classes 1, 2.I, 2.II and 3. If you fail to satisfy the requirements for your intended award but satisfy those for a lower award you will be eligible for the lower award. The Certificate of Higher Education or Diploma of Higher Education may be awarded without a named award.

The class of Honours you achieve will be determined by a weighted average of module marks in the penultimate and final stages of the award

Assessments taken outside the University College do not count towards final degree classification; this applies to students who undertake an ERASMUS exchange for example.
The table below shows the weighted averages and the boundaries for classes of honours:

Weighted average	Class
70% or higher	1st class honours
60% to 69%	2.I
50% to 59%	2.II
40% to 49%	3rd class honours

Curriculum Structure, Assessment Methods and Learning Outcomes

Module code	Level	Module Name	Credit	Seme-ster 1 / 2	Core (C) Option (O)	Assess-ment methods	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))									
							1	2	3	4	5	6	7	8	9	10
JSM110	4	Writing for the Media 1	20	1	C	PO						TPA	TPA	TPA	PA	P
JSM120	4	Media & Popular Culture 1	20	1	C	PO, ES		TA		TA	TA				TPA	TPA
JSM130	4	Issues in Contemporary Journalism	20	1	C	ES, PR	TA	TA		TA	TA				TPA	PA
JSM140	4	Writing for the Media 2	20	2	C	PO, IT	P		P	PA	TP	TPA	TPA	TPA	PA	PA
JSM150	4	Media & Popular Culture 2	20	2	C	OT, PO		TA		TA	TA				TPA	PA
JSM160	4	Media Law	20	2	C	IT			TA	TP	PA				PA	
JSM210	5	News & Magazine Production 1	20	1	C	PC,OT	P		PA	P		TPA	TPA	TPA	PA	TPA
JSM220	5	Media Ethics & Human Rights	20	1	C	PR, ES	TPA		TPA	TPA	TPA				TPA	TPA
JSM230	5	Multimedia News	20	1	O	PR, AR	P		PA	P		PA	TPA	TPA	PA	PA
JSM231	5	Radio Journalism & Podcasting	20	1	O	PO, PC				P		TPA	TPA	TPA	PA	PA
JSM232	5	Journalism & Film	20	1	O	PR, ES	TPA	TPA		TPA	TPA				PA	P
ADV231	5	Social Media	20	1	O	ES, PO	TPA	TPA	TPA	TPA	TPA		TPA	TPA	PA	P
JSM233	5	Photography	20	1	O	PO, OT	TPA	TPA	TPA	TPA	TPA	TPA		TPA		P
JSM240	5	Case Study (Work Informed Learning)	20	2	C	CS, OT	TPA	PA	PA	TPA	TPA				PA	TPA
JSM250	5	News & Magazine Production 2	20	2	C	PC, OT	P		PA	P		TPA	TPA	TPA	PA	PA
JSM260	5	Radical & Participatory Journalism	20	2	O	PC, OT	TPA	TPA	P	TPA	TPA	PA	TPA	TPA	PA	P
JSM261	5	Photojournalism in the Newsroom	20	2	O	AR, OT	TPA	TPA	TPA	PA	PA	TPA	TPA	TPA	PA	P
JSM262	5	Television Reporting	20	2	O	PC, AR	TPA	TPA	TPA	PA	PA	TPA	TPA	TPA	PA	P
JSM263	5	The Power of Persuasion	20	2	O	CS				TPA	TPA	TPA		TPA	TPA	
ADV260	5	Digital PR	20	2	O	PR, ES	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	PA	P
WRI301	6	Dissertation	40	1	C	DI	PA	PA	PA	PA	TPA	TPA	TPA	PA	PA	P
JSM320	6	International Journalism	20	1	O	RE, ES	TPA	TPA	PA	PA	TPA	TPA	TPA	TPA	PA	P
JSM321	6	Sports Journalism	20	1	O	PO, ES	TPA	TPA	PA	PA	TPA	TPA	TPA	TPA	PA	P
JSM322	6	Science, Health & Environmental Journalisms	20	1	O	AR, PR	PA	TPA	P	PA	TPA	TPA	TPA	PA	PA	P
WRI302	6	Fashion Marketing Communications	20	1	O	PO, RE	TPA	PA	PA	TPA	TPA	TPA	TPA	PA	PA	PA
JSM330	6	Negotiated Portfolio	40	2	C	PO, OT	TPA	PA	PA	PA	TPA	PA	PA	TPA	TPA	PA
JSM340	6	Publishing	20	2	O	PO, PC	PA	PA	PA	TPA	PA	PA	TPA	TPA	PA	PA
JSM341	6	Crime & the Media	20	2	O	OT, ES	TPA	TPA	TPA	PA	PA	PA	PA	PA	PA	PA
JSM342	6	Print & Power	20	2	O	ES	TPA	TPA	TPA						TPA	TPA
JSM343	6	PR & Intercultural Communications	20	2	O	PR, ES	TPA	TPA	TPA	PA	PA	TPA	TPA	PA	PA	PA

		*The following codes for assessments methods apply:-			
AR	Artefact		PC	practical	
CB	computer-based		PF	performance	
CS	case study		PL	placement	
DI	dissertation or project		PO	portfolio	
ES	Essay		PR	presentation	
GR	group report		RE	individual report	
IT	in-Module test		OR	oral	
LR	literature review		OT	other	

SECTION 4 – Learning and Employability

Skills Development Strategies

Knowledge and Understanding

To help with the development of this you will employ methods of research in relation to your own body of practice, evaluating materials, processes and approaches and evidencing appropriate strategies in their communication and creation. This process starts at Stage 1 (Level 4) through approaches to analysis and basic theoretical research method in Media and Popular Culture modules 1 & 2, and in the contexts of accessing and evaluating journalistic sources in writing for the media 1 & 2. The ability to access, evaluate, synthesize and apply relevant material is developed in a variety of paradigms across Stage 2 (Level 5), with the introduction of case study method in the Case Study Module at stage 2. The culmination of this developing skill is reflected in support for and assessment of the final major practical projects of Dissertation and Practical Portfolio at Stage 3 (Level 6)

Practical Skills

To help with the development of this you will draw on theoretical, practical and material knowledge and synthesise these to make new work. These skills are introduced in all modules at Stage 1 (Level 4), nurtured in a combination of practical and critical modules throughout Stage 2 (Level 5), and supervised effectively by the programme team during the push towards independent approaches to learning management in modules at Stage 3 (Level 6). The major critical project of an 8,000 word dissertation allows students to demonstrate the culmination of their critical creative thinking under guidance from the course team in semester 1 of the final year. In semester 2 of the final year, students negotiate a portfolio of practical work demonstrating creativity and originality to take with them into the workplace or postgraduate study.

Intellectual skills

To help with the development of this you will engage with and reference a variety of sources of information in the development of your own ideas and work, making informed choices about their validity and evidencing your decisions. Work across all modules of the course will develop your skills exponentially in selective information management in both practical and theoretical contexts.

Transferable Skills

From the early stages of the course, you will produce presentations (oral or written), engage in group work, discuss your own and others' practice and interact with industry professionals through a variety of media. From Journalism and Popular Culture in Stage 1 (Level 4), you will be expected to set up and contribute to your own blog, and you will maintain regular contact with the course when out on industry placement in the Case Study module in level 5 through a formal, assessed blogging process. To help with the development of this you will engage and contribute to seminars and lectures across all stages of the course. In Media Ethics and Human Rights in Stage 2 (Level 5) you will work in a group to lead a seminar for your peers on a relevant subject of your choice. By Stage 3 (Level 6), you will be equipped to negotiate work with tutors and work independently to produce an 8,000-word dissertation, and a practical portfolio of work to support you in the employment market on graduation.

Team Working

The BA (Hons) Journalism team understand the importance of effective and creative collaborative working skills in the media industry. To help with the development of these skills, we embed group working practices and assessments into the three stages of undergraduate study as follows:

In Stage 1 (Level 4), you work in groups to present critical analysis of a selected media text in Media and Popular Culture 1; you undertake a group research project in Media and Popular Culture 2

In Stage 2 (Level 5), you work in groups to produce print and online magazines in News and Magazine Production; Media Ethics and Regulation requires a group seminar hosting; various

options such as Radio and TV Journalism require team approaches to media production

In Stage 3 (Level 6), core modules are assessed on independent work. However, group tutorials and student-led seminars are a strong feature of the learning strategies at this level, encouraging the embedding of group and collaborative approaches to learning into the curriculum throughout the final stage.

Improving Learning and Performance

Personalised learner development is a key feature of the University College's distinctive curriculum. Our strategies for engaging students in their own learning and development and for making them more aware of how they learn, and how their learning can be improved include the following:

Student-centred learning
The course aims to deliver the curriculum drawing on strategies, assessment forms, and resources which encourage and promote student independence, self-reliance and motivation. As you progress, you are expected to become increasingly more skilful in managing your own learning. In the final stage of the course you are expected to show a mature and active approach to managing your learning. Some of the teaching activities, particularly during Stage 1 (Level 4) are directed explicitly at developing your awareness of and skills in learning management. Seminars and workshops address the development of skills in teamwork, collaborative learning, group dynamics, time management and independent study skills. These skills are emphasised, encouraged and developed throughout the course. Your independent judgement is encouraged in the early part of the course by the introduction of self- and peer-evaluation schemes.

There is an overall increase in the proportion of student-managed work as the course progresses, providing you with a planned progression from tutor-led to self-led activity. The end of Stage 2 (Level 5) is understood as the time at which you should be prepared to take substantial responsibility for your own learning.

Core independent study modules at the final stage of the course require you to draw on independent study skills and abilities developed through the course in order to plan, manage and produce individual projects within the parameters set by the requirements of the course.

Independent Study
Independent Study is an important part of the course and enables you to develop organisational and time-management skills, and encourages autonomy. In addition to attendance at timetabled sessions, you are expected to engage in self-determined group-work and sustained independent study. Independent study skills are developed in Stage 1 (Level 4), particularly in modules JSM110 Writing for the Media and JSM120 Media and Popular Culture. The emphasis on acquiring independent study skills at Stage 1 (Level 4) enables you to negotiate and undertake core independent study modules JSM240 Case Study, WRI301 Dissertation, and JSM330 Negotiated Portfolio.

Negotiation
Negotiation is a key skill and learning strategy, which enables you to develop confidence and motivation, demonstrate self-reliance and foster good organisational skills. Negotiation is the process by which you are invited to propose certain assessment methods and/or topics for assessment. It is a collaborative activity in which you are able to determine the planning and directing of your work and is introduced and supported across the three years of study as follows:

Within Stage 1 (Level 4) assessments, the scope for negotiation is limited: all students undertake the same assessment, and the negotiable elements of these are normally constrained to the choice of examples within the requirements of the particular assessment. For example, the specific magazine for a project involving the writing of a human interest story or interview.

The scope for negotiation increases at Stage 2 (Level 5), when you undertake the module JSM240, the Case Study; the subject and direction of which is largely determined by yourself, although clear guidelines and parameters are supplied by tutors. Negotiable elements would normally include the particular object of the case study and the proposed study method(s).

At the final stage all core modules are negotiated. That is to say that the topic, scope, balance and direction of Stage 3 (Level 6) projects are proposed by students. The proposals are subject to evaluation by tutors to ensure that all learning outcomes for the stage can be met and that the project proposals take realistic account of their own strengths and abilities and of available resources. You are invited to amend and develop your proposals until agreement with the tutors is reached. This then takes the form of a formal learning agreement, in which you indicate what it is that you are going to do, what forms the work takes, and how you intend to meet the learning outcomes for the module.

Negotiation does not stop when the initial agreement is reached between student and tutor. Changes to aims and intentions can be agreed at later stages, as long as they can be adequately defended by the student, and still remain within the original parameters and are achievable in the time-scale available.
Individual module descriptors identify when assessments can be negotiated, and the degree and scope of negotiation.

Evaluation as learning
Evaluation is an important part of learning and you are actively involved in processes of evaluation at all three stages of the course. A continuous process of self-evaluation is encouraged, enabling you to reflect critically on your learning and to develop strategies to identify learning needs to facilitate progress through the course. Processes of self and peer evaluation and assessment enable students to develop and test their judgement and develop confidence and interpersonal skills.

Self, peer and tutor evaluation are supported through transparent marking criteria, which are linked to aims, learning and teaching methods and learning outcomes within each Module and at each Stage of the course. Clearly communicated aims, learning outcomes and assessment methods for each module enable you to identify what you need to be able to know, understand and demonstrate in order to pass the module. Criteria and identified levels of attainment enable you to identify how well you have achieved the learning outcomes for a given module of study, and to evaluate learning development needs.

This approach promotes active involvement, enables you to test your judgement and develop confidence in the ability to evaluate your own learning. It also provides an opportunity for deeper learning, promotes ownership of learning and makes it easier for you to see what needs to be done in order to improve performance.

Reflecting on Feedback
Detailed feedback in relation to the relevant criteria is provided for all summative assessments. You are encouraged to reflect on and discuss feedback in tutorial sessions with your individual tutors.

Encouraging engagement with assessment through self and peer evaluation
A thorough understanding of and familiarity with the assessment criteria is encouraged through the formal process of self-evaluation submitted with each summative submission, and through summative and formative instances of peer evaluation.

Career Management Skills
Work informed learning at Stage 2 (Level 5) is intended to allow you to test what you have experienced in the classroom in a 'real' environment wherever possible. It brings employers fully into the learner-college relationship. For the JSM240 Case Study module you negotiate their own placements in an appropriate setting and are required to conduct the work experience alongside your research for the case study. We strongly encourage students to secure a placement for a maximum

of two weeks within this module. However, we are aware that for some students, this might prove practically or economically difficult, and in such cases we support a library-based institutional case study. Workplace-based learning has been described as…

> *… a range of educational practices which involves students learning in authentic work settings. The curriculum is significantly influenced by issues and challenges which emerge from the exigencies of work rather than predetermined academic content driven requirements.*
> (Trigwell, K. & Reid, A. (1998). Introduction: Work-based learning and the students' perspective. Higher Education Research and Development, 17, p. 142) Career Management Skills

The BA(Hons) Journalism team regard this as the first step on the route to effective career management for students, and the taught element of this module focuses heavily on professional development. You will receive instruction on how to present your profiles for a short internship through creative CV presentation, how to conduct yourselves professionally in the workplace, and how to build up and maintain contacts for future employment opportunities. Alongside the written case study, requiring you to demonstrate a thorough understanding of the institutional and professional contexts of their chosen placement, you are required to identify your strengths, interests and development needs in relation to the requirements of the organisation as part of the summative assessment. On return from placements, you are exposed to a number of course alumni drafted in for guest lectures and talks about their own experiences of building on the skills gained in their placements to go on and secure their current careers.

Talks from the UCF Careers department are embedded in the curriculum at Stage 3 (Level 6). Throughout the course, the emphasis on weekly guest lectures from a wide range of industry professionals affords ongoing careers advice from local, national and international media professionals.

You are also encouraged to gain confidence and skills in work experience, and to transfer these into CV assets through a number of in-house initiatives such as employment as Ambassadors for the College and for the Course at a range of public events, embarking on international Erasmus exchange schemes, working as mentors for incoming cohorts, and organising and hosting their own end-of-year shows.

HEAR / Progress Files

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

Professional Standards

The BA(Hons) Journalism team understand that professional standards and attitudes are important to enable engagement in the world beyond the University College. Professional standards expected of you include:

1. Familiarity with and adherence to NUJ Code of Conduct and PCC Code of Practice in all journalistic work
2. Observation of regulations around punctuality and attendance as set out in the student handbook
3. Correct attribution of any borrowed materials or ideas – failure to observe this could lead to charges of plagiarism or copyright infringement (see General Regulations for Students) which can have very serious consequences
4. Respect for your fellow students, staff, and members of the public with whom you come into contact during your time at UCF. Any offensive statements referring to the race, colour,

gender, religion, sexual orientation or age of anyone you come into contact with during your time at UCF will not be tolerated, and will be dealt with through formal disciplinary processes.

5. Dressing appropriately for the contexts within which you are operating.
6. Communicating professionally and politely with members of the course team, your peers and industry contacts. You should adopt the tone appropriate for the varying contexts in which you will be required to communicate throughout your time as a student.
7. Maintaining the good reputation of the BA(Hons) Journalism course amongst our global industry contacts and friends by observing the above points whenever you are interfacing with the industry both inside and outside the College.
8. Perpetuating and maintaining excellent relationships with the wider local community outside of the College. UCF is an important part of the local community and economy, and students should strive to maintain the college's reputation by respecting and contributing to the local community.